



St Augustine's Long Term Plan - PSHE Intent

PSHE Cycle B

EYFS Prerequisite Skills for PSHE from Development Matters and Early Learning Goals

EYFS						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
F1	Me and My Family	Light and Dark (colours)	People Who Help Us	Growing	Creepy Crawlies and Minibeasts	At the Farm
F2	Myself and My Super Power	Castles and Knights (fairy tales)	Space	Dinosaurs	Transport	Animals
EYFS	C&L		PSED	PD	UW	
DM F1	<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. 		<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. 	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	

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		<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 		
DM F2	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings & consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. E.g. personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian 	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: e.g. lining up and queuing mealtimes 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.



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	<ul style="list-style-type: none">Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<p>want and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none">Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none">Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.Explain the reasons for rules, know right from wrong and try to behave accordingly.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none">Work and play cooperatively and take turns with others.Form positive attachments to adults and friendships with peers.Show sensitivity to their own and others' needs.		
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Knowledge in red is aimed at year 1, Knowledge in green is aimed at year 2, Knowledge in black is aimed at both year 1 & 2			
Year 1/2 CYCLE B	Advent 1	Advent 2	Lent 1
Topic	Module 1: Created and loved by God Unit 1: Religious understanding	Module 1: Created and loved by God Unit 2: Me, my body, my health	Module 1: Created and loved by God Unit 3: Emotional wellbeing
National Curriculum	H22. To recognise the ways in which we are all unique. H21. To recognise what makes them special.	H21. to recognise what makes them special. H22. to recognise the ways in which we are all unique. H23. to identify what they are good at, what they like and dislike. R23. to recognise the ways in which they are the same and different to others. L6. to recognise the ways they are the same as, and different to, other people. L14. that everyone has different strengths.	H11. About different feelings that humans can experience. H12. How to recognise and name different feelings. H13. How feelings can affect people's bodies and how they behave. H14. How to recognise what others might be feeling. H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. H24. How to manage when finding things difficult. R10. That bodies and feelings can be hurt by words and actions. R11. About how people may feel if they experience hurtful behaviour or bullying.
Core Knowledge	(Story Sessions – Let the Children Come). 1. Know what it means to be left out and how it feels. Know that Jesus never leaves us out. 2. Know that God welcomes each of us individually. Know how God welcomes us and we can welcome others. 3. Know that Jesus knows us, cares for us and always has time for us. 4. Know there is a Kingdom of Heaven. Know how to describe how to live in order to enter The Kingdom of Heaven. 5. Know how to thank God for our body, mind and spirit.	1. Know I am unique. Know we are unique with individual gifts, talents and skills. 2. Know girls and boys have been created by God to be both similar and different. 3. Know our bodies are good and we need to look after them. Know what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating. 4. Know how to maintain personal hygiene. Know how and why it is important to maintain personal hygiene.	1. Know that we all have different likes and dislikes. Know that we all have different 'tastes' but also similar needs. 2. Know we can use language to describe our feelings. Know that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. 3. Know ways for managing feelings and behaviour. Know and describe strategies for managing feelings and behaviour. 4. Know and understand that choices have consequences.

			Know that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes.
Wider Knowledge	<p>Know that we are created individually by God.</p> <p>Know that God wants us to talk to Him throughout the day and treat Him as our best friend.</p> <p>Know that we can give thanks to God in different ways.</p> <p>Know that we are created as a unity of body, mind and spirit: who we are matters and what we do matters.</p> <p>Enrichment - Harvest Festival</p>	<ul style="list-style-type: none"> Know what keeping healthy means; different ways to keep healthy. Know about foods that support good health and the risks of eating too much sugar. Know about how physical activity helps us to stay healthy; and ways to be physically active every day. Know about why sleep is important and different ways to rest and relax. <p>Know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>	<ul style="list-style-type: none"> Develop an understanding of their own feelings, likes and dislikes. Know and understand that choices have consequences. Know and demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.
Skills	<p>1. Explore the words and phrases about feeling left out.</p> <p>Discuss the story from different perspectives (the people who brought the children to Jesus, the disciples, Jesus and the little children). Discuss the feeling of feeling left out.</p> <p>2. Appendix 1</p> <p>Discuss situations where children might feel welcomed by God and others.</p> <p>Drama – Re-enact the story. Discuss with the children who were stopped how it made them feel to be left out.</p> <p>3. Appendix 2</p> <p>Use Appendix 1 sentence starters to record ways of welcoming others.</p>	<p>1. Explore what makes you unique.</p> <p>Use Appendix 1 to create their own special box about themselves.</p> <p>2. Discuss and label the body parts which are similar for girls and boys.</p> <p>3. Use Appendix 2 to record ways of looking after our bodies.</p> <p>Use Appendix 1 to record ways we can live a healthy lifestyle.</p> <p>4. Draw pictures of ways they can maintain personal hygiene.</p> <p>Discuss ideas of why is it important to maintain personal hygiene and make guides for others.</p>	<ul style="list-style-type: none"> Show respect for the likes/dislikes of others, and understand that people might experience feelings differently. Demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others. Reflect on and articulate their own feelings about given scenarios and their own experiences.



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	<p>Reflect on questions in A and share responses.</p> <p>4. Draw pictures of what they think the Kingdom of Heaven will be like, discuss and compare.</p> <p>Discuss ideas of what the Kingdom of Heaven will be like, recording thoughts and feelings.</p> <p>5. Appendix 3 – Know when God created us, He made our bodies, our minds and our spirits.</p> <p>Body - Sing God Made Me, God Made You, Mind – Share what they are thankful for, Spirit – Learn the verse which has been revisited throughout the sessions.</p> <p>Body – Spell out 'Thank You' with their bodies, Discuss what they are thankful for, Mind – Write 'thank you' statements, Spirit - Learn the verse which has been revisited throughout the sessions.</p>		
Diversity Links	<p>Gospel Values – Love, Compassion, Hope, Service</p> <p>Virtue to be Developed – Faith, Gratitude, Prayerfulness</p>	<p>Beginnings- God's love and care for all</p> <p>Other Faith week Judaism</p>	<ul style="list-style-type: none"> • Opportunities - Lent an opportunity to start anew in order to celebrate Jesus' new life Pentecost • Rules – Actions and behaviours and the consequences of wrong choices
Vocabulary	<p>special, worthy, important, valuable, unique, individual, Kingdom of Heaven, welcome, faith, purpose, happy, body, mind, spirit</p>	<p>Unique, special, individual, bodies, gifts, talents, boys, girls, similarities, differences, personal, hygiene, care, healthy.</p>	<p>Feelings, likes, dislikes, differences choices, consequences, forgiveness, mistakes, managing, emotions, well-being.</p>

Year 1/2 CYCLE B	Lent 2	Pentecost 1	Pentecost 2
Topic	<p>Module 1: Created and loved by God</p> <p>Unit 4: Life cycles</p>	<p>Shared Responsibilities and Communities</p>	<p>Economic wellbeing: Aspirations, work and career.</p>

		(Statutory objectives not covered by Ten Ten)	(Objectives not covered by Ten Ten)
Core Knowledge (National Curriculum)	H26. About growing and changing from young to old and how people's needs change.	<ul style="list-style-type: none"> • R2. to identify the people who love and care for them and what they do to help them feel cared for. • L5. about the different roles and responsibilities people have in their community. • L3. about things they can do to help look after their environment. • L17. about some of the strengths and interests someone might need to do different jobs. 	<ul style="list-style-type: none"> • L17. about some of the strengths and interests someone might need to do different jobs. • H33. about the people whose job it is to help keep us safe.
Core knowledge	<ol style="list-style-type: none"> 1. Know there are natural life stages from birth to death. Know and explain the natural life stages from birth to death. 2. Know some feelings often connected with grief. Know ways to support themselves and others when they are grieving. 3. Know change is a part of life. Know managing our feelings about change helps to prepare us for future changes. 4. Know God is with us as we grow. Know and explain how God is with us as we change and grow. 	<ol style="list-style-type: none"> 1. Know what rules are, why they are needed. Know what rules are, why they are needed and why different rules are needed for different situations. 2. Know how people and other living things have different needs; about the responsibility for caring for them. Know and explain how we can care for everyone's needs. 3. Know about things they can do to help look after their environment. Know and explain how we can look after the environment, what can we do at home and school. 4. Know about the different roles and responsibilities people have in their community. Know why people have different roles and responsibilities in the community. 	<p>(3 x One Hour lessons taught this half term)</p> <ol style="list-style-type: none"> 1. Know that jobs help people to earn money to pay for things. Know and explain how jobs help people to earn money and pay for things. 2. Know different jobs that people they know or people who work in the community do. Know different jobs that people do and explain how they help the community. 3. Know about some of the strengths someone might need to do different jobs. Know and explain the strengths and interests someone might need to do different jobs.

Wider Knowledge	<ul style="list-style-type: none"> Know that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like. (Link to timeline/chronology). Know how to reflect back on their own journey of growth look forward to future changes. Know what the Christian faith says about death and eternal life. 	<ul style="list-style-type: none"> Know what rules and expectations we have in school. Know about a variety of jobs and responsibilities that people do in their community and why they are needed. Know how we show care to others and how God cares for us. 	<ul style="list-style-type: none"> Know skills and abilities for different jobs and know about equal opportunities. Develop an understanding of different jobs in the community. Know and understand the strengths and interests needed for different jobs.
Skills	<ul style="list-style-type: none"> Demonstrate resilience and empathy when discussing death and grief. Identify different kinds of change. Take an active part in discussions about change and their feelings around different changes. 	<ul style="list-style-type: none"> Actively engage with teaching and activities. Be able to describe the ways we care for others. Reflect and take part in activities about how we care for the environment at home and school. 	<ul style="list-style-type: none"> Show respect of others, and understand that everyone has different strengths and interests. Demonstrate an awareness of how people help in the community. Reflect on and articulate their own feelings about given scenarios and their own experiences.
Diversity Links	Growing Topic – That we grow spirituality, physically and emotionally Healthy Schools Day.	Focus on everyone being unique and how we care for everyone.	British Values: <ul style="list-style-type: none"> Individual Liberty – is seen in day to day life through the following: Rights, choice, consent and individuality Respect and dignity.
Vocabulary	Change, life cycles, created, birth, death, grief, development, support, resilience, faith.	Rules, expectations, community, needs, care, roles, responsibilities, environment.	Job, money, earn, different, community, help, strengths, interests.

Year 3/4 CYCLE B	Advent 1	Advent 2	Lent 1
Topic	<u>Module 1</u> : Created and loved by God Unit 1 : Religious understanding	Module 1 : Created and loved by God Unit 2 : Me, my body, my health	Module 1 : Created and loved by God Unit 3 : Emotional wellbeing

Core Knowledge (National Curriculum)	H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L7. to value the different contributions that people and groups make to the community	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H24. problem-solving strategies for dealing with emotions, challenges and change, H31. about the physical and emotional changes that happen when approaching and during puberty.
Core knowledge	(Story Sessions – Get Up!) 1. Know that we are created and loved by God. Know that we are created and loved by God and make links to the Gospel story. 2. Know that we are designed for a purpose: to be loved, to love and to make a difference.	1. Know there are similarities and differences between people. Know similarities and differences between people arise as they grow and make choices, and that by living and working together. 2. Know we create community. Know we create community and self-confidence arises from being loved by God.	1. Know emotions change as they grow up. Know why emotions change and understand emotional well-being. 2. Know positive actions help emotional well-being. Know why talking to trusted people help emotional well-being. 3. Know and recognise that images in the media do not always reflect reality.

	<p>Know that we are designed for a purpose: to be loved, to love and to make a difference and give examples of how we can live this out.</p> <p>3. Know that Jesus is always there for us. Know that Jesus is always there for us even when we have done wrong.</p> <p>4. Know that every human life is precious to God. Know that every human life is precious to God, linking to the Gospel Story.</p> <p>5. Know that Jesus offers us new life. Know how we can receive the new life that Jesus offers us.</p>	<p>3. Know about the need to respect and look after their bodies as a gift from God. Know about the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p>4. Know what the term puberty means. Know when they can expect puberty to take place.</p>	<p>Know that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>4. Know some behaviour is wrong, unacceptable, unhealthy and risky. Know thankfulness builds resilience against feelings of envy, inadequacy and insecurity.</p>
Wider Knowledge	<p>Know that we are created individually by God who is Love, designed in His own image and likeness.</p> <p>Know that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</p> <p>Know that every human life is precious from the beginning of life (conception) to natural death.</p> <p>Know that personal and communal prayer and worship are necessary ways of growing in our relationship with God.</p>	<p>Know that God has made us different from one another.</p> <p>Know that God loves us in our differences.</p>	<ul style="list-style-type: none"> Know and understand the range and intensity of their feelings; that 'feelings' are not good guides for action. Know feelings are neither good nor bad, but information about what we are experiencing that help us consider how to act. Know what is meant by 'the media'. Know we are made and loved by God and he can help us withstand this pressure of media.
Skills	<p>1. Write a thank you prayer to God for making us and giving us life. Write a thank you prayer to God, asking him to care for us in a specific way, linking to Jairus.</p> <p>2. Discuss the difference between loving and being loved.</p>	<p>1. Using Appendix 1 to act out the drama discussing why our differences are special. Describe our similarities and differences and how they grow and change.</p> <p>2. Reflect on God's love and how that affects their self-confidence. Using Appendix 2, use the character cards to identify who they think would be the</p>	<ul style="list-style-type: none"> Participate in activities and discussions to consider how different people feel in various situations. Reflect on positive actions to enhance emotional well-being. Identify things they are thankful for.

	<p>Share a time when they have felt happy because they were showing love to others.</p> <p>3. Highlight parts of the text where people communicate with Jesus, Highlight parts of the text where people communicate with Jesus, write down what we can learn about prayer from these examples.</p> <p>4. Discuss new words and phrases (renewed, alive, designed for a purpose). Discuss feelings explored in the Gospel story. Drama – re-enact the Gospel story from Jairus's daughter's perspective (using imagination), giving thought to feelings of worry, fear, sadness and joy.</p> <p>5. Reflect on how every human life is precious, responding through writing or drawing. Reflect on how we receive the new life Jesus offers us from the video, responding through writing or drawing.</p>	<p>most confident in each of a list of provided scenarios and why.</p> <p>3. Use Appendix 2 to discuss how we respect our bodies. Use Sophie and Adam story to discuss and create as a comic strip.</p> <p>4. Create a timeline using Appendix 1 which will allow them to discuss the changes their body has already made. Write a letter to past me and future me using appendix 3.</p>	
Diversity Links	<p>Gospel Values – Love Virtues to be Developed – Faith, Gratitude, Prayerfulness British Values – Mutual Respect</p>	Other Faiths week: Advent: Judaism.	<ul style="list-style-type: none"> Acts of Worship: Statements to live by liturgies. Know that God has made us different from one another. Know that God loves us with our differences.
Vocabulary	<p>God, Jesus, faith, dead, alive, love, eternal, new life, heaven, sin, forgive, precious, conception, individual, renewed, make a difference, Jairus, synagogue</p>	<p>Change, self confidence, confident, respect, bodies puberty, childhood, adulthood.</p>	<p>Emotions, well-being, trusted adults, media, unacceptable, unhealthy, risky, thankfulness, resilience.</p>

Year 3/4 CYCLE B	Lent 2	Pentecost 1	Pentecost 2
Topic	Module 1: Created and loved by God Unit 4: Life cycles	Module 3: Created to live in community Unit 1: Religious understanding Unit 2: Living in the wider world.	Shared Responsibility (Objectives not covered by Ten Ten)
(National Curriculum)	H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.	<ul style="list-style-type: none"> R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (Linked to our Gospel Values). L6. about the different groups that make up their community; what living in a community means. 	<ul style="list-style-type: none"> L1. about what rules are, why they are needed, and why different rules are needed for different situations. L6. to recognise the ways they are the same as, and different to, other people.
Core Knowledge	<ol style="list-style-type: none"> Know they were handmade by God with the help of their parents. Know how a baby grows and develops in its mother's womb. Know how conception and life in the womb fits into the cycle of life. Know and understand what 'birth' and 'death' mean. Know and explain what the Christian faith says about death and eternal life. 	<ol style="list-style-type: none"> Know God is Love as shown by the Trinity. Know and explain how God is love as shown by the Trinity. Know the human family is to reflect the Holy Trinity in mutual charity and generosity. 	<ol style="list-style-type: none"> Know how to recognise reasons for rules and laws. Know how to recognise reasons for rules and laws and the consequences of not adhering to rules and laws. Know how to recognise there are human rights, that are there to protect everyone.

	<p>3. Know and understand that change is a part of life and that there are different kinds of change. Know and explain feelings often associated with change.</p> <p>4. Know that God is always with us as we change and grow. Know coping strategies to support themselves and others during changes.</p>	<p>Know and explain how the human family is to reflect the Holy Trinity in mutual charity and generosity.</p> <p>3. Know the Church family comprises of home, school and parish (which is part of the diocese). Know the Church is not a building, but all the people around the world who believe in Jesus.</p> <p>4. Know that God wants His Church to love and care for others. Know how we can live out what God wants in our daily lives.</p> <p>5. Know practical ways of loving and caring for others. Know how to devise practical ways of loving and caring for others.</p>	<p>Know and explain different human rights and how they protect everyone.</p> <p>3. Know about the relationship between rights and responsibility. Know and compare the relationship between rights and responsibility.</p> <p>4. Know ways of carrying out shared responsibilities for protecting the environment in school and at home. Know ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect environment.</p>
Wider Knowledge	<ul style="list-style-type: none"> Know they were made by God with the help of their parents. Know how a baby grows and develops in its mother's womb and be able to name many of the stages of this. Know how to identify different changes and know some of the emotions associated with change. Know how to empathise with different emotions associated with change and identify simple coping strategies. Know that faith in God can help and support them during times of change. 	<ul style="list-style-type: none"> Know and understand the mystery of the Holy Trinity at a deeper level, and will demonstrate personal faith and self-awareness when considering what being made in the image of God means for how they should live. Know that we the Church are called to love others as God loves us, and will be able to come up with some practical examples of how they can do this. 	<ul style="list-style-type: none"> Know and understand the range of rules and expectations which are good guides for actions. Know what is meant by human rights. Know our environment was made and loved by God and it is important that we look after it.
Skills	<ul style="list-style-type: none"> Take an active part in discussions about changes, feelings, and coping strategies. Have an opportunity to engage in a time of reflection and prayer. 	<ul style="list-style-type: none"> Actively engage with teaching and activities. 	<ul style="list-style-type: none"> Participate in activities and discussions to consider how different rules affect us.

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		<ul style="list-style-type: none"> Be able to describe the activities of the Early Church and compare them to activities of the Church today. <p>Reflect and take part in activities about what being made in the image of God means for how they should live.</p>	<ul style="list-style-type: none"> Reflect on positive actions to enhance emotional well-being. <p>Identify things they are responsible for.</p>
Diversity Links		<ul style="list-style-type: none"> Pentecost - New life - To hear & live the Easter message. Acts of Worship – Attendance at parish and school mass. 	
Vocabulary	Journey, change, uniqueness, empathy, birth, conception, womb, egg, sperm, fertilised, death, grief.	The Holy Trinity, communion, self – giving, charity, generosity, parish, common good, catholic teaching.	rules. laws, consequences, human rights, protection, responsibilities, environment, choices.

Year 5/6 CYCLE B	Advent 1	Advent 2	Lent 1
Topic	Module 1: Created and loved by God Unit 1: Religious understanding	Module 1: Created and loved by God Unit 2: Me, my body, my health	Module 1: Created to love others Unit 3: Emotional Wellbeing
(National Curriculum)	<p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>H31. About the physical and emotional changes that happen when approaching and during puberty.</p> <p>H35. About the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36. Strategies to manage transitions between classes and key stages.</p>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>

		<p>appropriately and proportionately in different situations</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change,</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty.</p> <p>R13. the importance of seeking support if feeling lonely or excluded.</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>
Core knowledge	<p>1. Know that God loves and cares for us. Know that God loves and cares for us, making links to the Gospel story.</p> <p>2. Know that we can bring our troubles to Jesus. Know that we can bring our troubles to Jesus and reflect on how the disciples felt during the Gospel story.</p> <p>3. Know that we can have faith in God. Know that we can have faith in God and describe feelings associated with this.</p> <p>4. Know that we know Jesus and trust Him. Know that we know and trust Jesus, describing how we can grow in our faith.</p> <p>5. Know that Jesus is with us through the 'storms' of life.</p>	<p>1. Know that similarities and differences between people arise as they grow and mature. Know that similarities and differences between people arise as they grow and mature, and that by living and working together we create community.</p> <p>2. Know that human beings are different to other animals and the changes that girls will experience during puberty. Know and explain the changes girls will experience during puberty.</p> <p>3. Know the changes that boys will experience during puberty. Know and explain the changes boys will experience during puberty.</p>	<p>1. Know that the media does not always reflect reality and can affect how people feel about themselves. Know thankfulness builds resilience against feelings and against pressure from peers or the media.</p> <p>2. Know openness with trusted adults, when worried, helps with healthy emotional well-being. Know and describe a variety of techniques to help them manage and look after their emotional well-being.</p> <p>3. Know the difference between harmful and harmless videos and images. Know the impact that harmful videos and images can have on young minds.</p> <p>4. Know ways to combat and deal with viewing harmful videos and images.</p>

	Know that Jesus is with us through the 'storms' of life and discuss upcoming challenges.	4. Know how to make good choices that have an impact on their health. Know and explain why good choices have an impact on their health.	Know how to avoid harmful content, and how to counter negative thoughts.
Wider Knowledge	We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan.	Know that we are all unique, with different family set-ups, gifts and talents. Know and understand how our value and self-confidence can arise from knowing that we are loved by God and called His children.	<ul style="list-style-type: none"> Know and understand that the pressures we face from the media, can affect how people feel about themselves. Know and understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves. Know God made us with love and wants us to respect ourselves and others. <p>Link to computing – E-Safety objectives.</p>
Skills	<p>1. Discuss the feelings associated with the Gospel story. Write prayers to God for their immediate needs/fears/thanks. Create a story board of the Gospel story.</p> <p>2. Creatively record responses to Gospel stories. Record a time when they have felt afraid. Who did they go to for help? Did they pray? If so, how did it help? Discuss how the disciples might have changed or grown in their understanding of Jesus after this event.</p> <p>3. Follow faith activities described in Session Overview Annotate 'faith' and 'trust', describing the meaning, how it is shown in the Gospel story. Describe how it felt to be the guide/blindfolded child in the scenario.</p>	<p>1. Engage with the film and discussion questions. Write a reflection on the Paradise Street episode one.</p> <p>2. Use the question in Appendix 2 to discuss the changes made. Write and explain the changes made to girls' bodies during puberty.</p> <p>3. Use the question in Appendix 2 to discuss the changes made. Write and explain the changes made to boys' bodies during puberty.</p> <p>4. Sort whether certain choices will have a good or bad impact on our health. Write and explain the choices we make regarding sleep, exercise, personal hygiene and</p>	<ul style="list-style-type: none"> Engage with the film and discussion questions. Demonstrate a deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these.



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	<p>4. Discuss our trusted adults and why we have chosen them. Share ways that we can get to know Jesus more, with a view to nurturing our faith so that it will grow.</p> <p>5. Summarise learning over the last few weeks. List changes so far in life and the changes to come.</p>	electronic entertainment can impact on our health.	
Diversity Links	<p>Gospel Values – Love, Hope, Compassion, Courage</p> <p>Virtues to be Developed – Faith, Gratitude, Reflection</p>	<p>Loving - God who never stops loving</p> <p>Aspirations Week</p> <p>Know that we are made to love and to be loved.</p> <p>Learn the proper ways in which we show our love for one another and for God.</p>	Similarities and differences between people, both seen and unseen. Then progress learning into a real-world context by inviting children to begin thinking about what makes them/each other special and unique.
Vocabulary	care, love, faith, trust, confidence, power, calm, individual, doubts, troubles, fear, listen, possible, change, puberty, adult	Gifts, talents, mature, unique,	Pressures, media, peers, harmful, harmless, negative, content, emotional well-being, reflect, resilience.

Year 5/6 CYCLE A	Lent 2	Pentecost 1	Pentecost 2
Topic	Module 3: Created to live in community Unit 1: Religious understanding	Module 3: Created to live in community Unit 2: Living in the wider world	Communities (Objectives not covered by Ten Ten)
Core Knowledge (National Curriculum)	<p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<ul style="list-style-type: none"> R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or 	<ul style="list-style-type: none"> L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses,

		<p>support courteous, respectful relationships.</p> <ul style="list-style-type: none"> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. 	<p>strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>
Core knowledge	<p>(3 x One Hour lessons taught this half term)</p> <ol style="list-style-type: none"> 1. Know God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. Know the Holy Spirit works through us to share God's love and goodness with others. 2. Know the seven principles of Catholic Social Teaching. Know and explain the seven principles of Catholic Social Teaching. 3. Know that God formed them out of love. Know and explain how God formed them out of love and how to share His love with others. 	<p>(3 x One Hour lessons taught this half term)</p> <ol style="list-style-type: none"> 1. Know ways in which they can spread God's love in their community. Know how to apply the principles of Catholic Social Teaching to current issues. 2. Know the process of getting a job and consider factors that influence job choices. Know and understand how stereotyping can affect work aspirations and learn to challenge such attitudes. 3. Know the importance of budgeting and tracking spending and saving. Know hierarchy of needs and other influences on spending choices and how this can influence saving. 	<ol style="list-style-type: none"> 1. Know the importance of valuing everyone's contributions. Know how to value different contributions that people and groups make to a community. 2. Know about diversity: what it means, the benefits of living in a diverse community. Know about diversity: what it means, the benefits of living in a diverse community, about valuing diversity within communities. 3. Know about stereotypes and how they can negatively influence behaviours and attitudes towards others. Know about stereotypes and how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes. 4. Know about prejudice, how to recognise behaviours which discriminate against others. Know about prejudice, how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced.

Wider Knowledge	<ul style="list-style-type: none"> Know what it means for the Holy Spirit to live inside us and how this helps us to share God's love in the world. Know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised. <p>Know how to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected.</p>	<ul style="list-style-type: none"> Know how to show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice. Know and understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong. 	<ul style="list-style-type: none"> Know and understand that the pressures we face, can affect how people feel about themselves. Know God made us with love and wants us to respect ourselves and others.
Skills	<ul style="list-style-type: none"> Engage with questions and activities about the nature of the Holy Trinity. Be able to give ideas about how to share God's love with others. Describe the basic principles of Catholic Social Teaching <p>Engage in discussions around how and why they have been formed.</p>	<ul style="list-style-type: none"> Talk about a news story, saying how it affects our human family. Give examples of how they can help others in their community. Take an active part in activities and discussions and consider how their interests, skills and talents could inform future opportunities. Have the opportunity to engage in a time of reflection and prayer. 	<ul style="list-style-type: none"> Engage with the film and discussion questions. Demonstrate a deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these.
Diversity Links	<p>RE topics: Unity - Eucharist enables people to live in communion. Acts of Worship including attendance at mass.</p>	<p>Pentecost: Freedom and responsibility – commandments enable Christians to be free and responsible. Stewards – The Church is called to a stewardship of creation.</p>	<ul style="list-style-type: none"> Focus on diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
Vocabulary	<p>The Holy Spirit, Holy Trinity, goodness, principles, Catholic School Teaching, motivation, injustice.</p>	<p>Community, Catholic Social Teaching, aspirations, challenges, influence, stereotyping, budgeting.</p>	<p>contributions, community, diversity, benefits, stereotyping, influence, prejudice, discriminate.</p>